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ASSIGNMENT BOOKLET 9A

0105 Grade One Mathematics

Module 9: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

File Number:

Grading Scale

- A – Very Satisfactory
- B – Satisfactory
- C – Needs Attention
- D – Unsatisfactory

Apply Module Label Here

Name

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*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Grading

Mathematics:

Neatness:

Date Assignment Booklet
Received:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

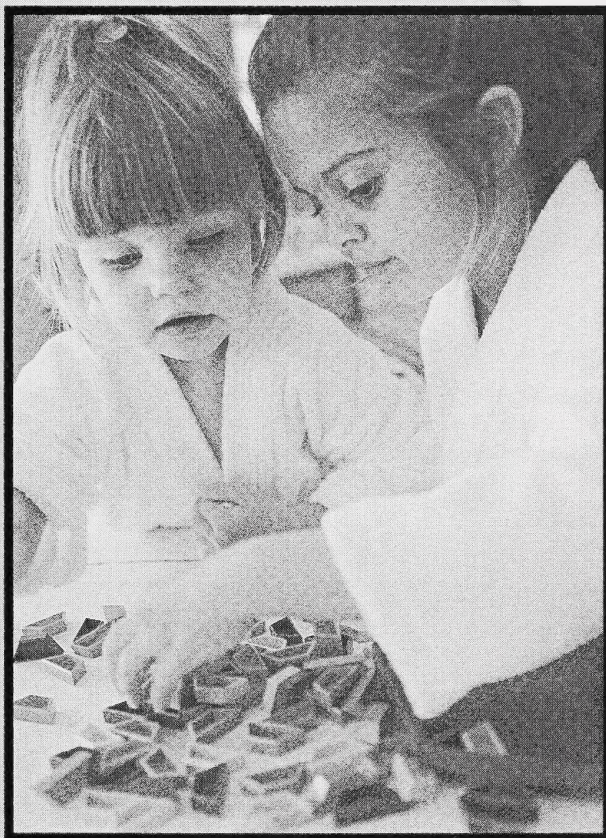
1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One

Mathematics Module 9



Assignment Booklet 9A



**Distance
Learning**

FOR TEACHER'S USE ONLY

Mathematics Grading

Understanding of Concepts

Accuracy



This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

Grade One Mathematics
Assignment Booklet 9A
Module 9
Learning Technologies Branch
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Grade One Mathematics – Assignment Booklet 9A

Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you, the home instructor, to read with the student. For certain assignments, home instructor directions are also given. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type and will be indented. See the example that follows.

Text for you
will appear like this.

Text for you and the student
will appear like this.

Mathematics 1

Assignment Booklet 1A

Day 4

Assignment 2 (continued)

Step 2: Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


Step 3: Give the student two black and two white sheep pictures and the field picture from Step 1.

Step 4: Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



Step 5: Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

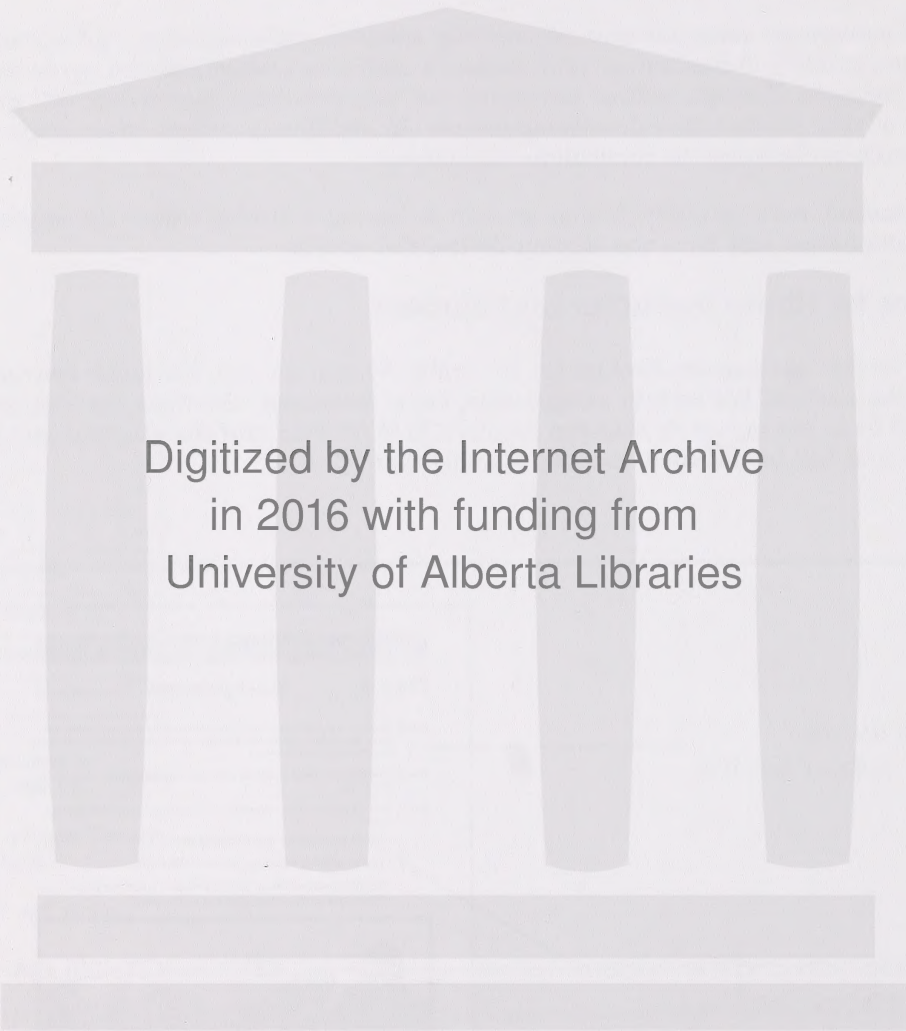
Step 6: Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

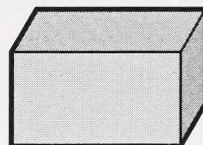
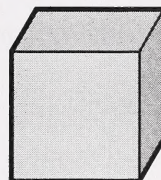
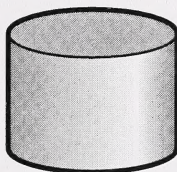
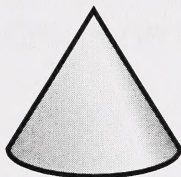
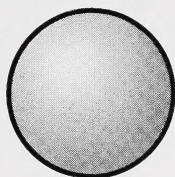
Continued



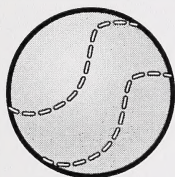
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Day 1**Assignment 1**

Look for something that is shaped like each solid below.



Draw or cut and paste pictures here or on the next page.
Label each picture that you draw or find. One is done for you,
as an example.



ball

Things I Found

Day 1

Assignment 1 (continued)

More Things I Found

Day 1

Assignment 2

Circle the correct answer for each question. One is done for you, as an example.

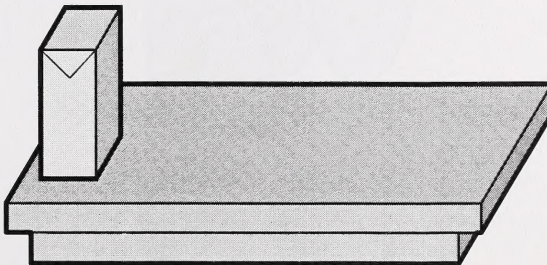
Is the ice cream cone **near** Mascot or **far** away from him?



near

far

Is the juice container on the **left** or **right** side of the table?



left

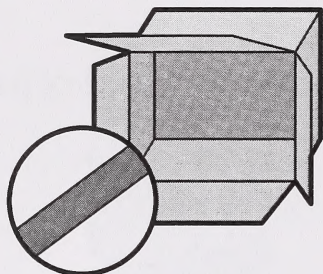
right

Continued

Day 1

Assignment 2 (continued)

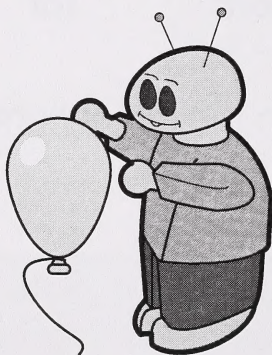
Is the ball **in front of** the box or **behind** the box?



in front of

behind

Is the balloon **above** or **below** Mascot's head?



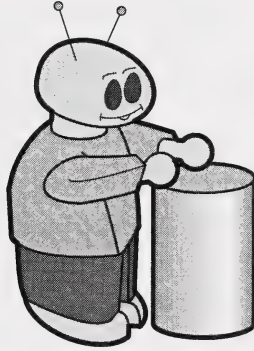
above

below

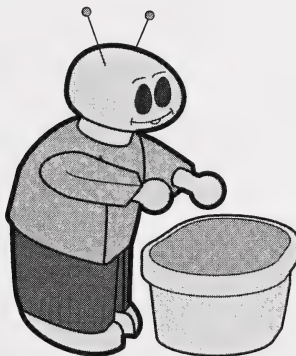
Continued

Day 1**Assignment 2** (continued)

Is the top circle on the can **near** or **far** away from Mascot's hands?

**near****far**

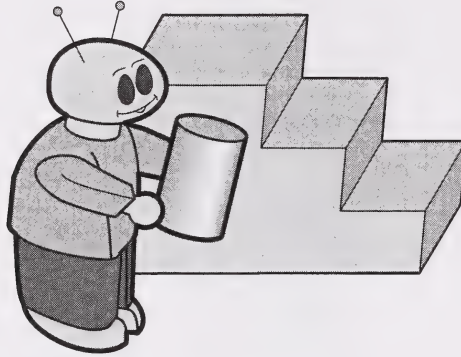
Can Mascot go **over** the basket or **under** it?

**over****under**

Continued

Day 1**Assignment 2 (continued)**

Will the can roll **up** the stairs or **down** the stairs?

**up****down**

Day 1

Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to identify the attributes of several geometric solids and shapes? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to describe the relative positions of three-dimensional objects, using words such as near, far, left, and right? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to describe the relative positions of two-dimensional shapes using words such as near, far, left, and right? |

Additional Comments

Student's Thoughts

What was one thing you found easy today? Explain why you think this way.

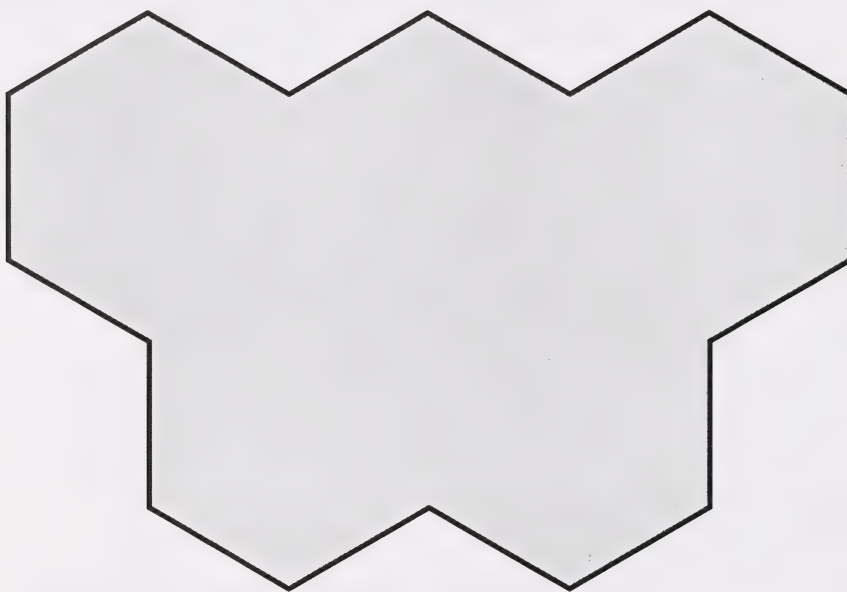
What was one thing you found difficult today? Explain why you think this way.





Day 2

Assignment

Use the pattern block **shapes** shown on the **chart** below to find **four** different ways to cover the following **design**. Use only one kind of block each time.

Estimate how many of each kind of block you will need, and record your estimate. Then cover the **shape**, and record your actual count.



Kind of Block	Estimate	Actual Number of Blocks Needed
		
		
		
		

Day 2

Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to identify the attributes of geometric solids and shapes?

☐ yes ☐ not yet Was the student able to match the size and shape of figures by superimposing them?

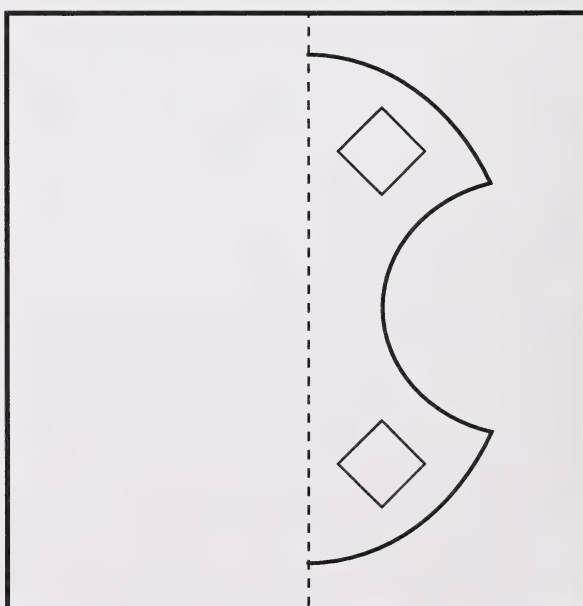
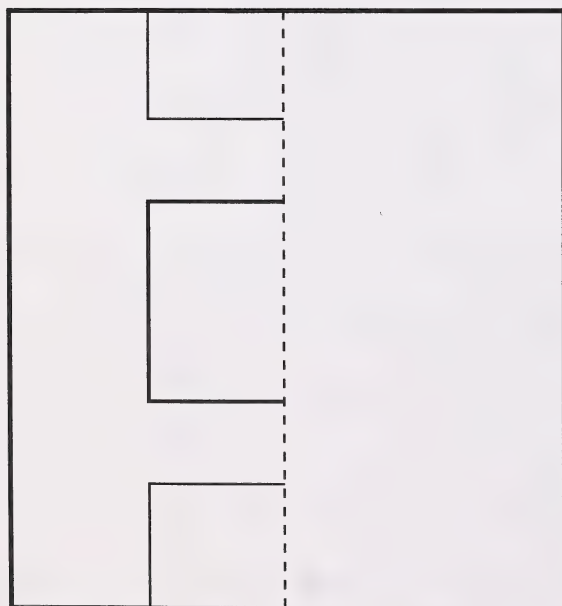
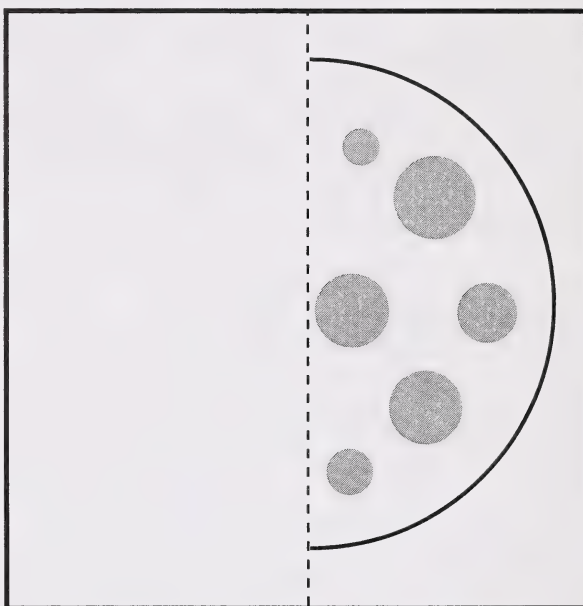
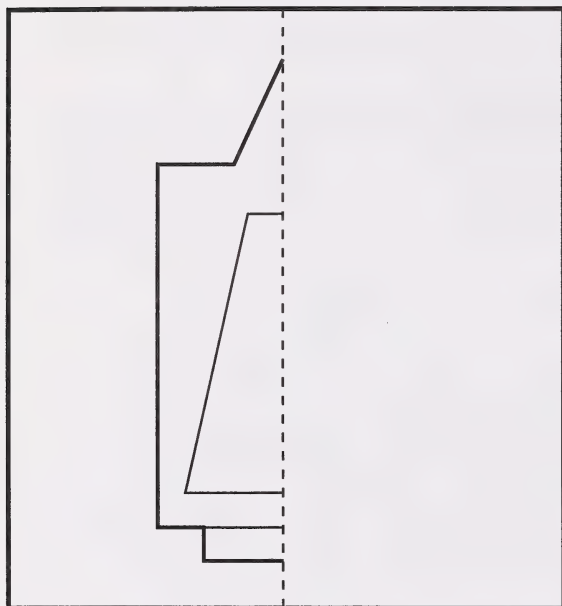
Additional Comments

Student's Thoughts

Day 3

Assignment

Complete the other side of each following shape.



Day 3

Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for the question.

☐ yes

☐ not yet

Was the student able to explore and describe reflections in a mirror?

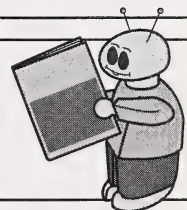
Additional Comments

Student's Thoughts



This day's lesson is about

I learned how to



Continued

Day 3

Learning Log (continued)



The activity I liked best was

It's easy for me to



It's hard for me to

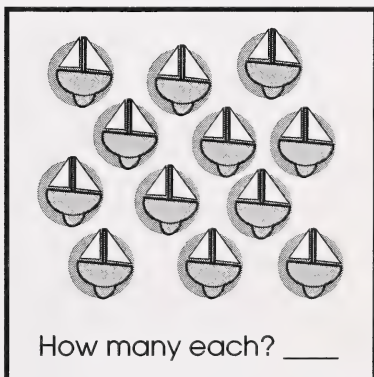
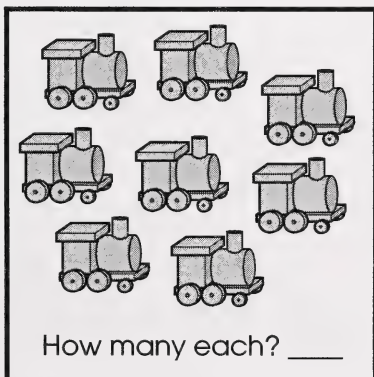
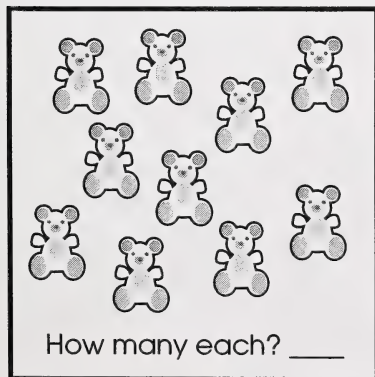
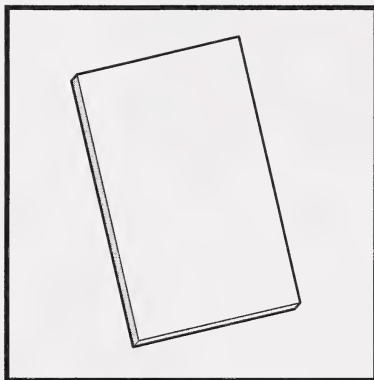
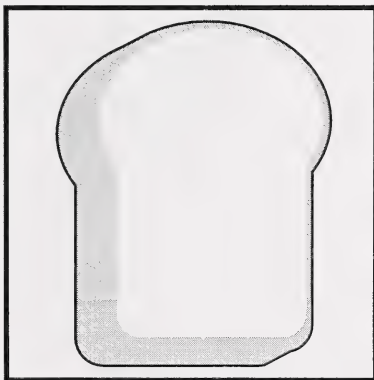
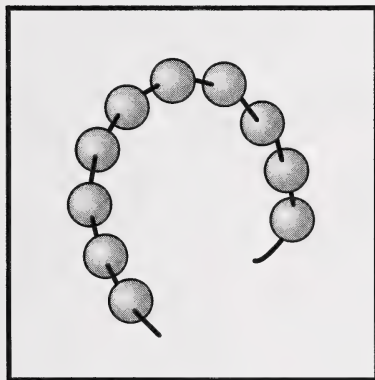
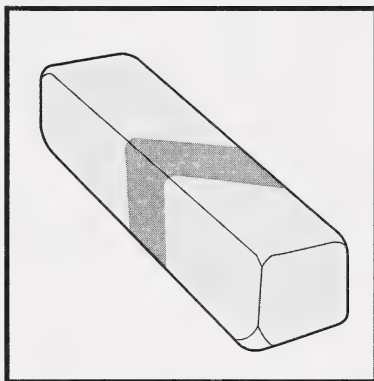
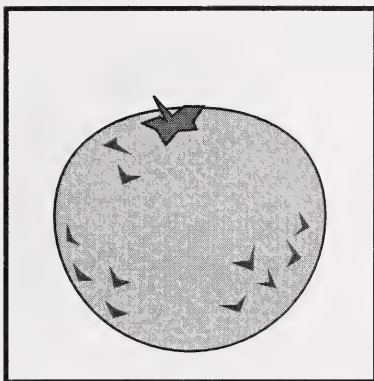
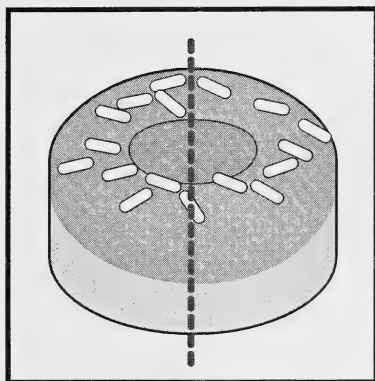
I liked working with

**Additional Comments**

Day 4

Assignment

Show how two people can share **equally**.
One has been done for you, as an example.



Continued

Day 4

Assignment (continued)

There are 6 people in Tia's family.
Draw **half** of Tia's family.

A large empty rectangular box with a thin black border, intended for the student to draw half of Tia's family.

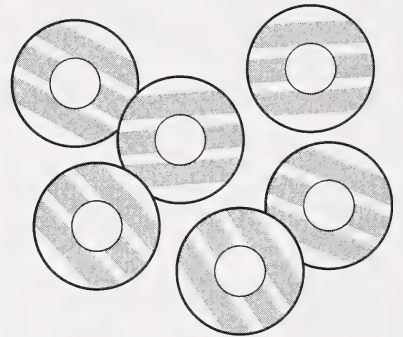
Continued

Day 4

Assignment (continued)

There are 6 candies. There are 3 children. If the children are each given the **same** number of candies, how many do they each have?

Draw the candies below each child.



Day 4

Learning Log

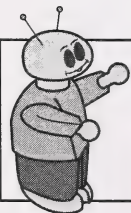
Home Instructor's Comments

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to demonstrate an understanding of halves as parts of a shape or solid?

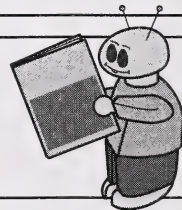
☐ yes ☐ not yet Was the student able to explain orally an understanding of halves as parts of a shape or solid?

Additional Comments

Student's Thoughts

This day's lesson is about

I learned how to



Continued

Day 4

Learning Log (continued)



The activity I liked best was



It's easy for me to



It's hard for me to



I liked working with

Additional Comments

Day 5

Assignment

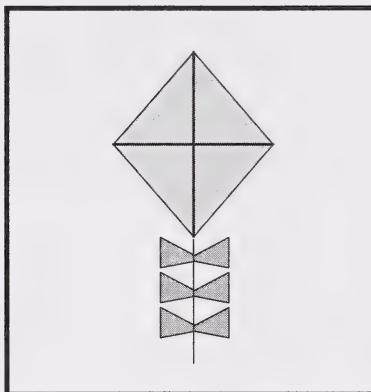
Fill in the missing picture, number, or number word for each empty space that follows.

One has been done for you, as an example.

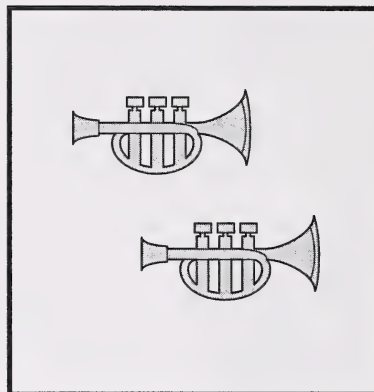


0

zero



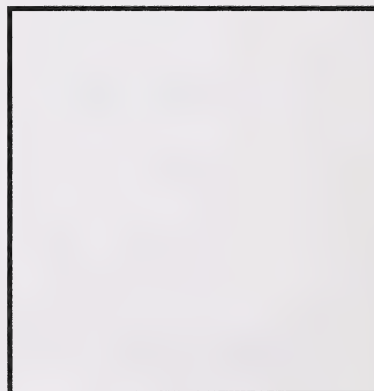
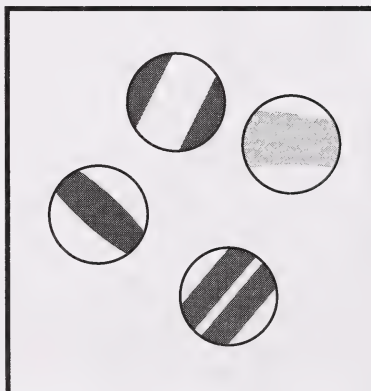
1



two



3

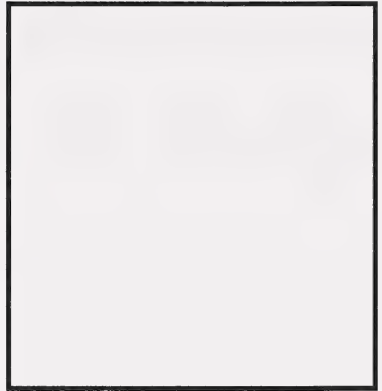
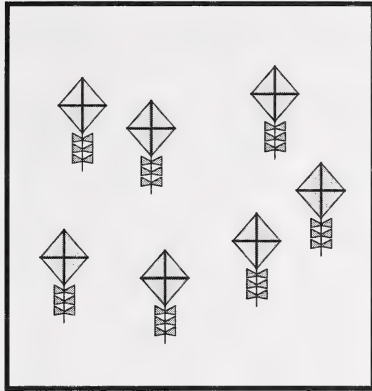
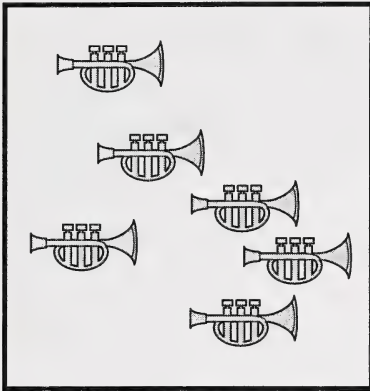


five

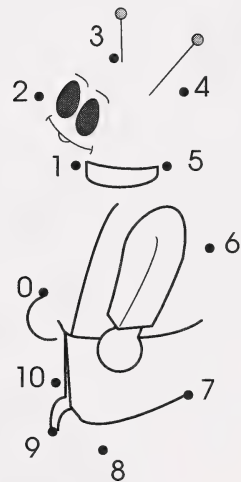
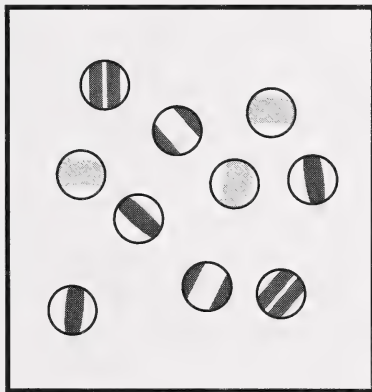
Continued

Day 5

Assignment (continued)



eight



9

Start at **zero** to complete the dot-to-dot picture.

Continued

Day 5**Assignment** (continued)

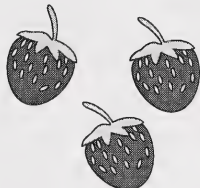
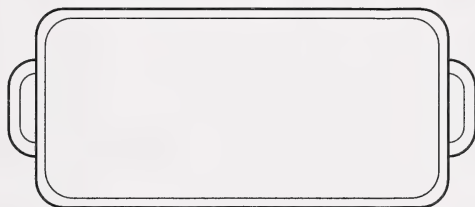
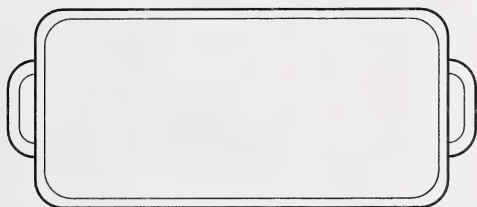
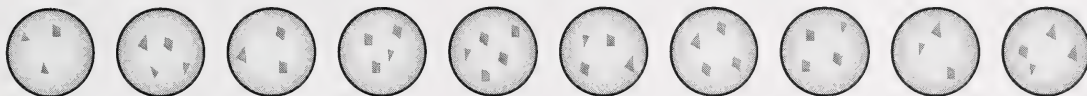
Draw your family. Draw a hat for each person.

Continued

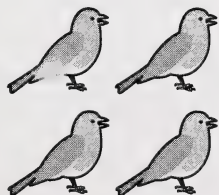
Day 5

Assignment (continued)

Share the cookies **equally**. Draw each set on one of the trays.



Draw **more** strawberries.



Draw **fewer** birds.

Day 6

Assignment

Draw a matching number of pictures for the number and the number word in each box below.

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight


9 nine

10 ten

Day 7

Assignment

For each set, number, and number word, show the matching set, number, and number word. Two are done for you, as examples.

•	1	one
5		five
eight		
• •		
nine		
ten		

Day 7

Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to recognize, build, and compare sets that contain zero to ten members?

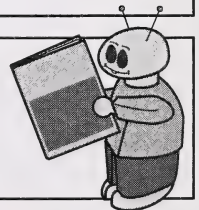
☐ yes ☐ not yet Was the student able to represent and describe numbers to ten in a variety of ways?

Additional Comments

Student's Thoughts

This day's lesson is about

I learned how to



Continued

Day 7

Learning Log (continued)



The activity I liked best was



It's easy for me to



It's hard for me to



I liked working with

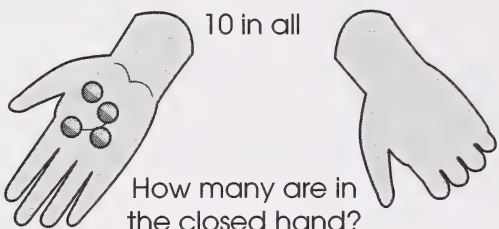
Additional Comments

Day 8

Assignment 1

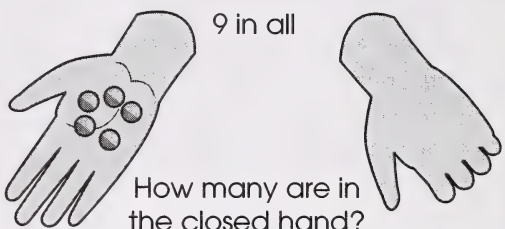
Use counters to **calculate** how many are in each closed hand.
Print each number in the space provided.

10 in all



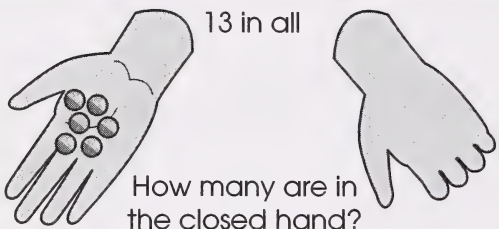
How many are in the closed hand?

9 in all



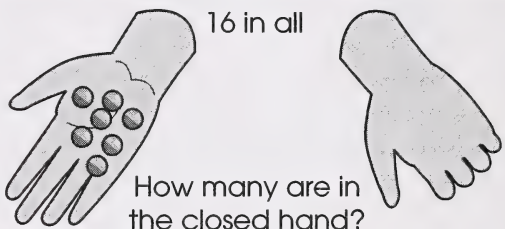
How many are in the closed hand?

13 in all



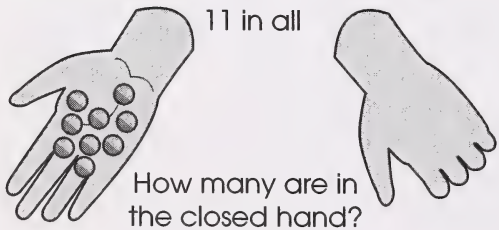
How many are in the closed hand?

16 in all



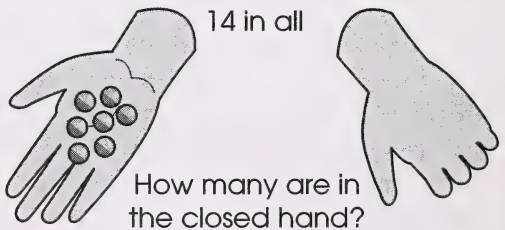
How many are in the closed hand?

11 in all



How many are in the closed hand?

14 in all



How many are in the closed hand?

Day 8

Assignment 2

Write the **missing** numbers in order in each row.

0	1				5				9
---	---	--	--	--	---	--	--	--	---

6	7					12			
---	---	--	--	--	--	----	--	--	--

9	10			13					
---	----	--	--	----	--	--	--	--	--

4	5						11		
---	---	--	--	--	--	--	----	--	--

	11			14			17		
--	----	--	--	----	--	--	----	--	--

8		10			13				
---	--	----	--	--	----	--	--	--	--

Day 8

Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to recognize, build, compare, and order sets that contain 0 to 19 members?

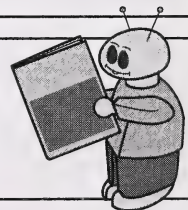
☐ yes ☐ not yet Was the student able to represent and describe numbers to 19 in a variety of ways, for example, using different types of counters, sets, and pictures?

Additional Comments

Student's Thoughts

This day's lesson is about

I learned how to



Continued

Day 8

Learning Log (continued)



The activity I liked best was

It's easy for me to



It's hard for me to

I liked working with

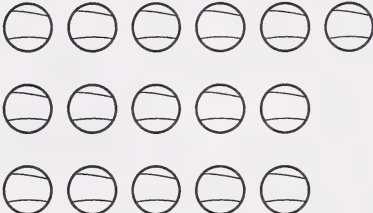
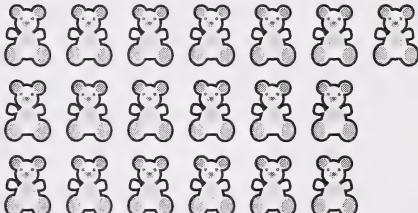
**Additional Comments**

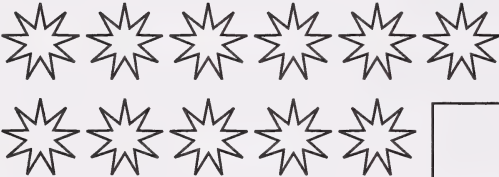
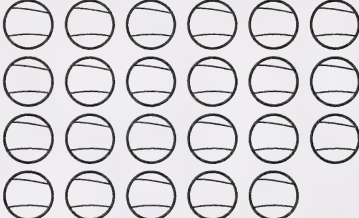
Day 9

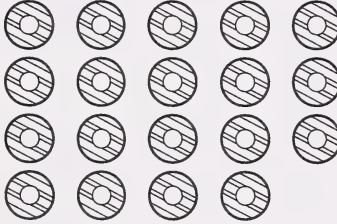
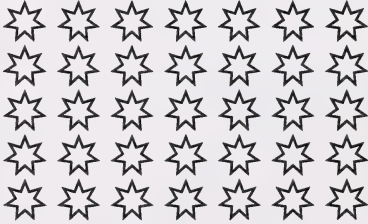
Assignment 1

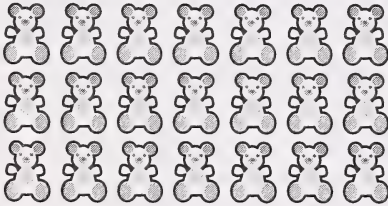
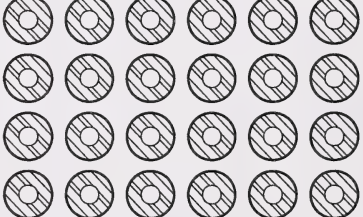
Count to find how many are in each box. Circle groups of ten.
Print the number.

Then colour the picture that has **more** in each row.

 <input data-bbox="560 643 650 737" type="text"/>	 <input data-bbox="1127 643 1217 737" type="text"/>
--	---

 <input data-bbox="560 913 650 1007" type="text"/>	 <input data-bbox="1127 913 1217 1007" type="text"/>
---	---

 <input data-bbox="560 1183 650 1277" type="text"/>	 <input data-bbox="1127 1183 1217 1277" type="text"/>
--	---

 <input data-bbox="560 1453 650 1547" type="text"/>	 <input data-bbox="1127 1453 1217 1547" type="text"/>
--	---

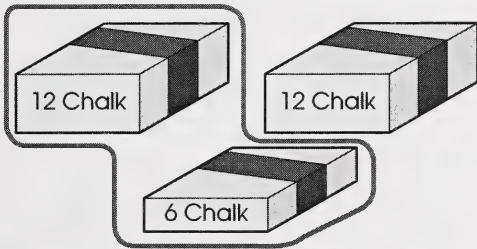
Day 9

Assignment 2

In each box, circle the packages you would buy. How many would be left over after you buy?

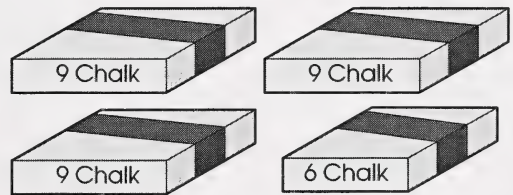
Use counters to help solve the **problems**. One is done for you, as an example.

For 17 people you need...



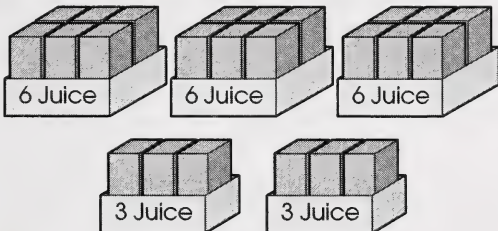
There will be 1 left over.

For 26 people you need...



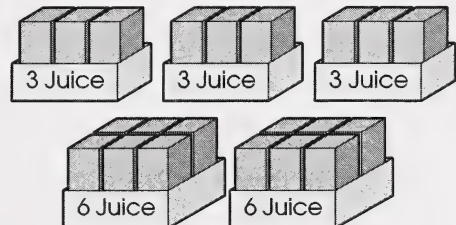
There will be _____ left over.

For 21 people you need...



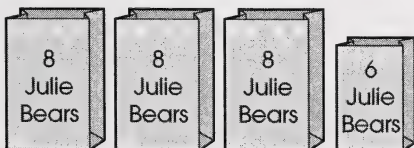
There will be _____ left over.

For 16 people you need...



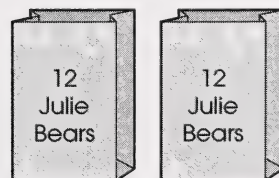
There will be _____ left over.

For 27 people you need...



There will be _____ left over.

For 20 people you need...



There will be _____ left over.

Day 9

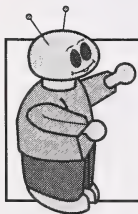
Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

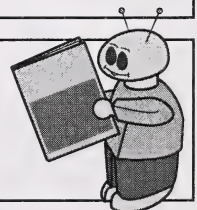
- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to estimate and count the number of objects in sets containing 0 to 50 numbers? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to compare the estimate with the actual number and note the similarity or difference? |

Additional Comments

Student's Thoughts

This day's lesson is about

I learned how to



Continued

Day 9

Learning Log (continued)



The activity I liked best was

It's easy for me to



It's hard for me to

I liked working with

**Additional Comments**

Grade One Mathematics – Assignment Booklet 9A

Day 9 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐

Mathematics Assignment Booklet 9A

Day 3

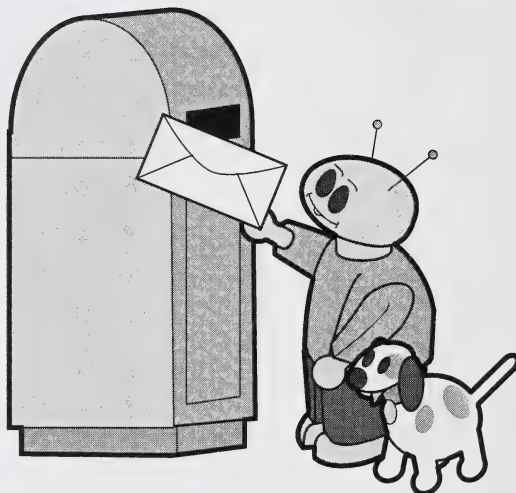
☐

My Mirror Printing (booklet)

Day 9

☐

Estimate and Actual Number Chart



AL22003-16
NO ILL
C 8
49

ASSIGNMENT BOOKLET 9B

0105 Grade One Mathematics
Module 9: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

File Number:

Grading Scale

- A – Very Satisfactory
- B – Satisfactory
- C – Needs Attention
- D – Unsatisfactory

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

Grading

Mathematics:

Neatness:

Date Assignment Booklet
Received:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Mathematics Module 9



Assignment Booklet 9B



**Distance
Learning**

FOR TEACHER'S USE ONLY

Mathematics Grading

Understanding of Concepts

Accuracy



This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

Grade One Mathematics
Assignment Booklet 9B
Module 9
Learning Technologies Branch
ISBN 0-7741-1810-5

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Grade One Mathematics – Assignment Booklet 9B

Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you, the home instructor, to read with the student. For certain assignments, home instructor directions are also given. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type and will be indented. See the example that follows.

Text for you
will appear like this.

Text for you and the student
will appear like this.

Mathematics 1

Assignment Booklet 1A

Day 4

Assignment 2 (continued)

Step 2: Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


Step 3: Give the student two black and two white sheep pictures and the field picture from Step 1.

Step 4: Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



Step 5: Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

Step 6: Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

Continued

15

Day 10

Assignment 1

Print the missing numbers.

42	43			46					
----	----	--	--	----	--	--	--	--	--

17			20						
----	--	--	----	--	--	--	--	--	--

23					28				
----	--	--	--	--	----	--	--	--	--

39		41							
----	--	----	--	--	--	--	--	--	--

	9			12					
--	---	--	--	----	--	--	--	--	--

		30			33				
--	--	----	--	--	----	--	--	--	--

Day 10**Assignment 2**

Print the missing numbers.

1	2						8		
		13				17			
	22		24					29	
31					36				
				45					50

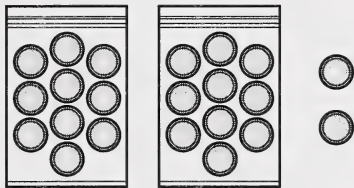


Day 11

Assignment 1

Circle the better estimate in each box. Count and write how many. One is done for you, as an example.

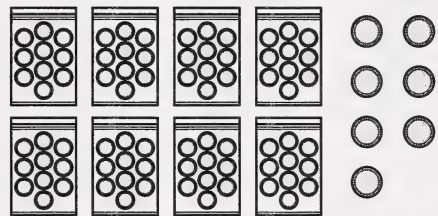
more than 20



22

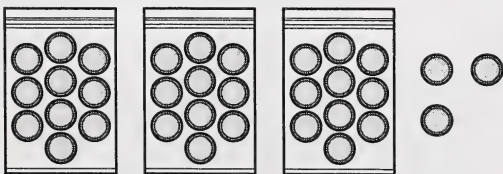
fewer than 20

more than 60



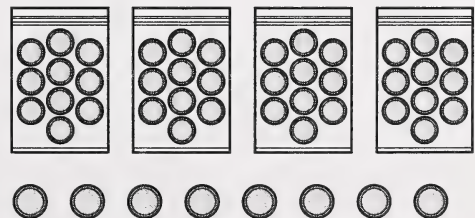
fewer than 60

more than 50



fewer than 50

more than 30



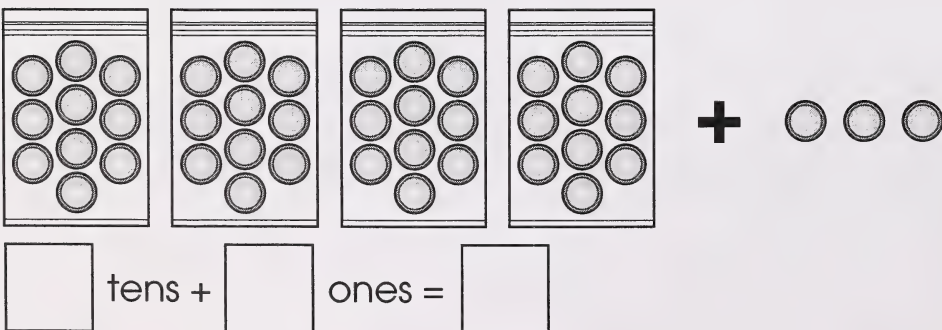
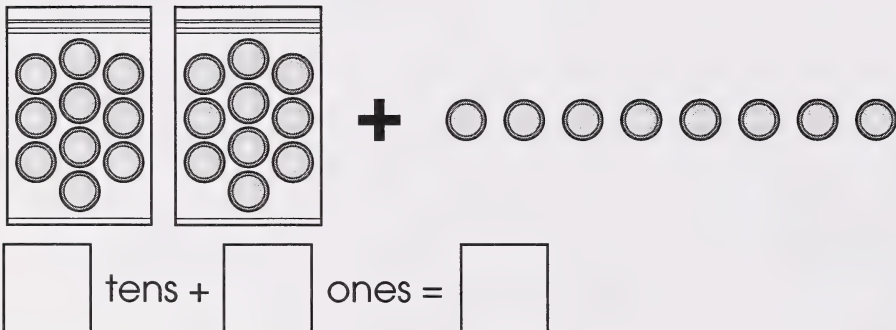
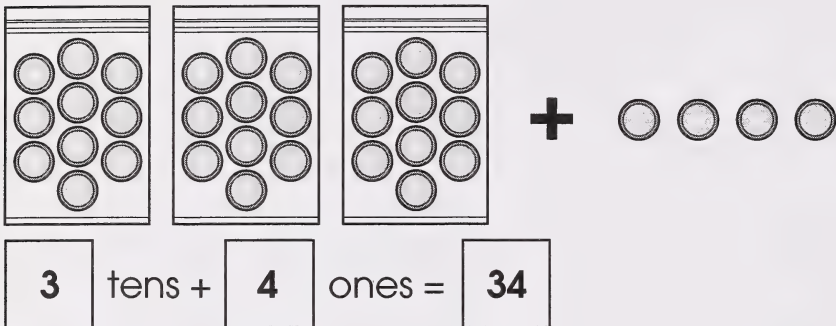
fewer than 30

Day 11

Assignment 1 (continued)

Count and write the numbers.

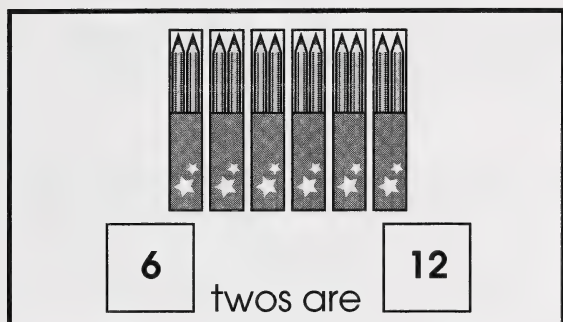
One is done for you, as an example.



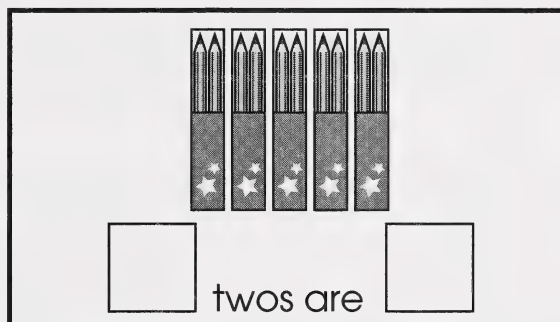
Day 11

Assignment 2

Count the pencils in twos. Write the numbers.
One is done for you, as an example.

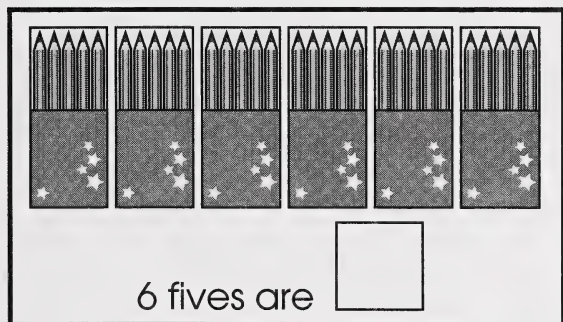


6 twos are 12

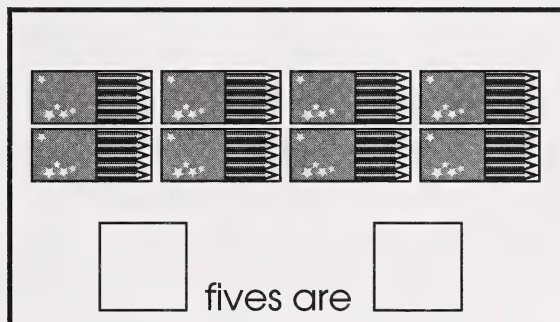


twos are

Count the pencils in fives. Write the numbers.

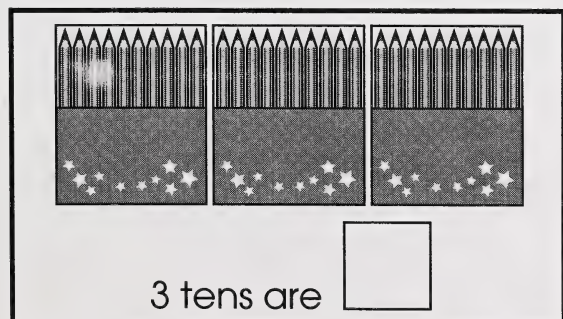


6 fives are

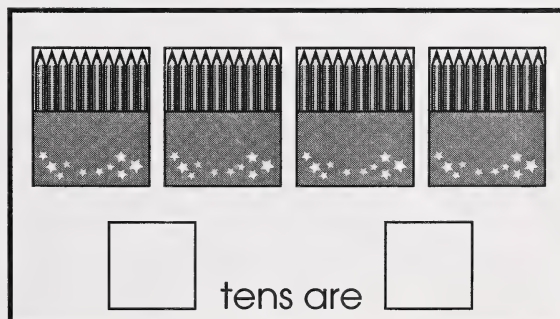


fives are

Count the pencils in tens. Write the numbers.



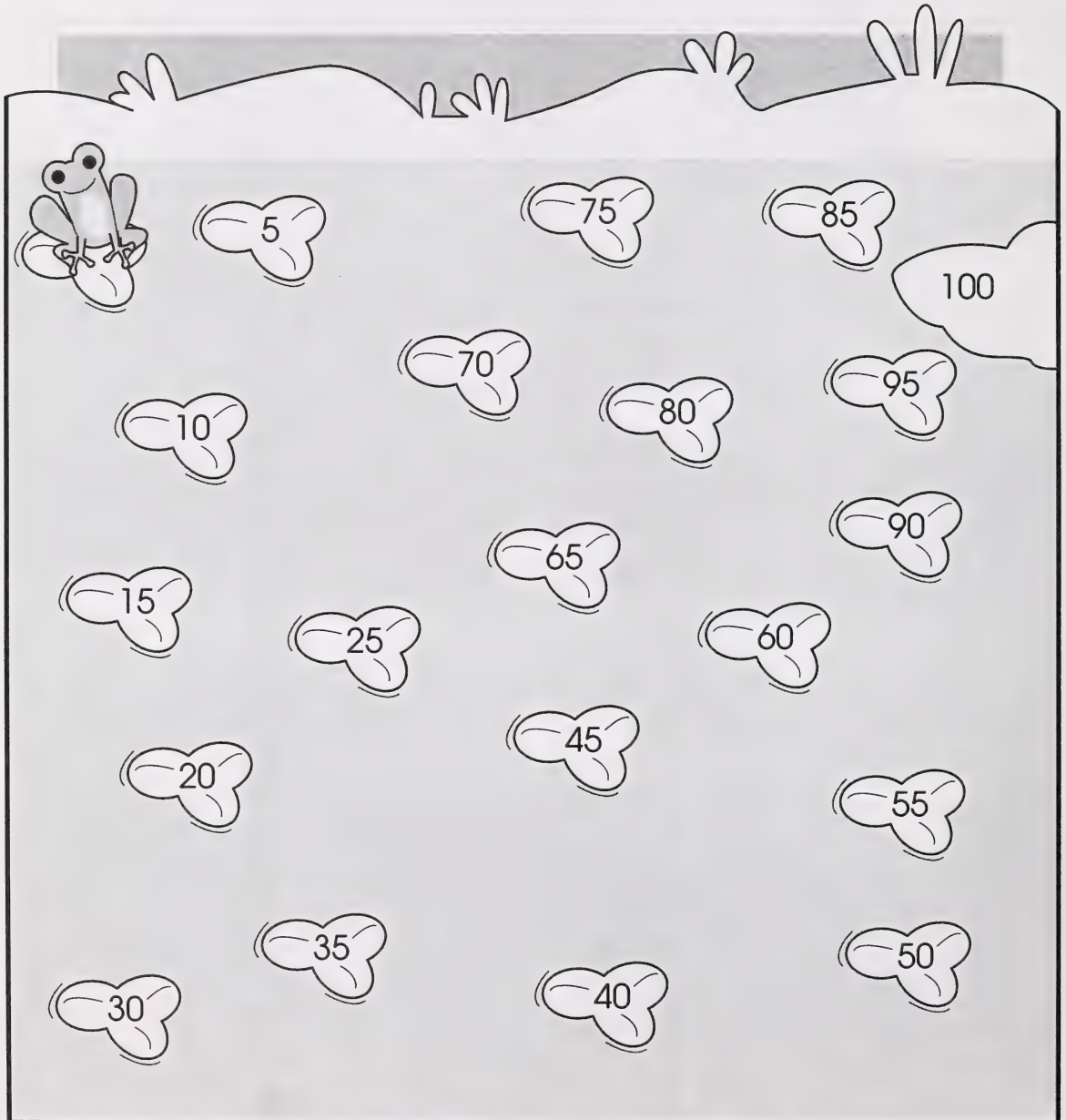
3 tens are



tens are

Day 11**Assignment 2 (continued)**

Count by 10s to 100. Colour the lily pads that the frog can jump on to cross the pond, as it counts by 10s.



Day 11

Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to recognize and build numbers from 0 to 50?

☐ yes ☐ not yet Was the student able to count by ones, twos, fives, and tens to 100?

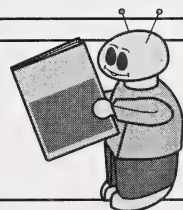
Additional Comments

Student's Thoughts



This day's lesson is about

I learned how to



Continued

Day 11

Learning Log (continued)



The activity I liked best was

It's easy for me to



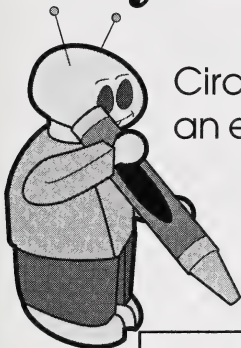
It's hard for me to

I liked working with

**Additional Comments**

Day 12

Assignment 1



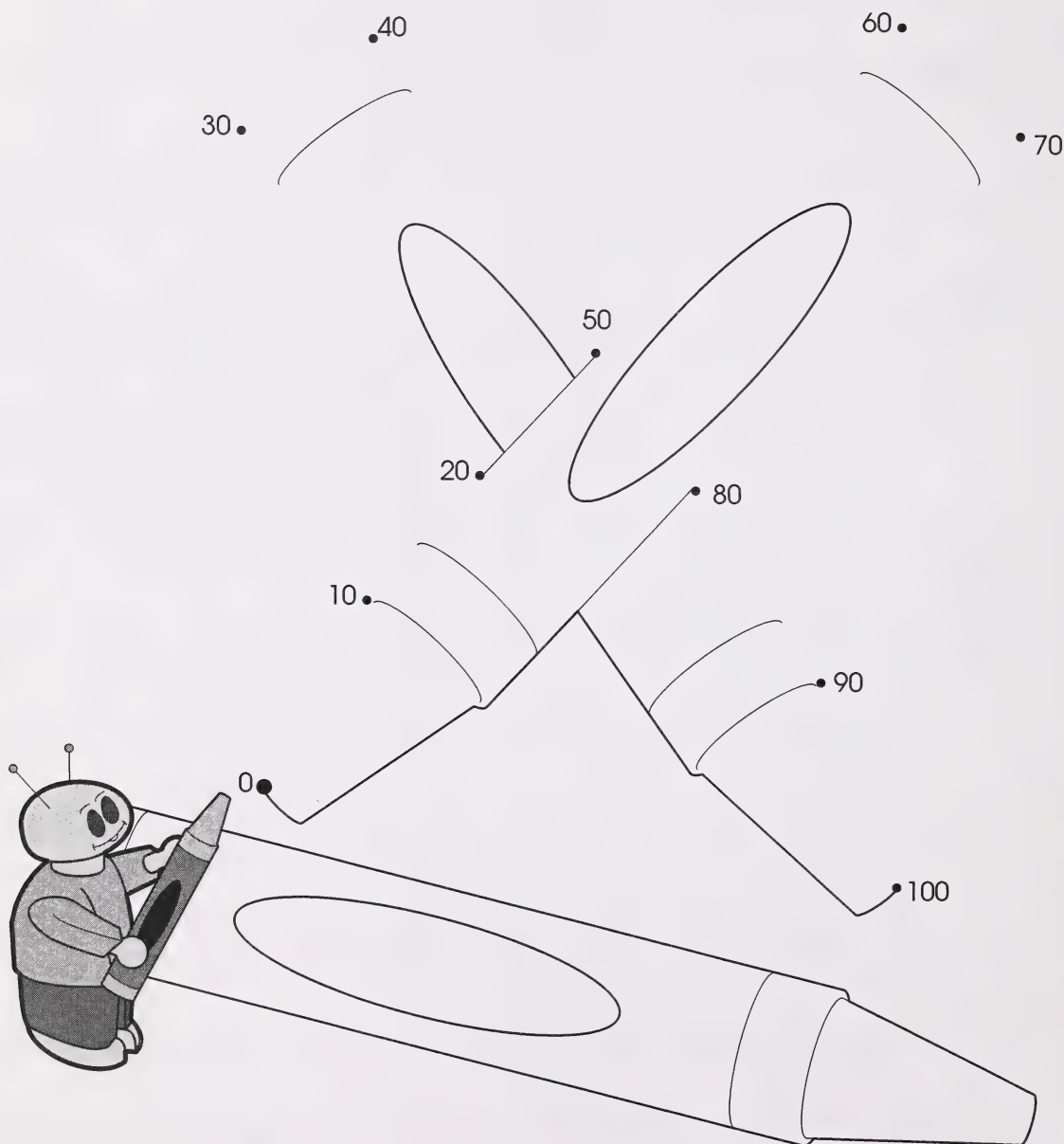
Circle and count the tens. The first one is done for you, as an example.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Day 12

Assignment 2

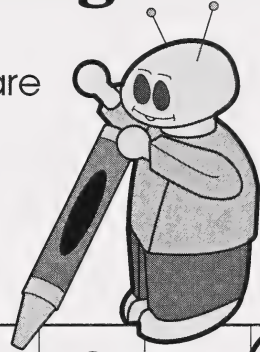
Start at 0 to connect the dots. Count by 10s to 100.



Day 13

Assignment 1

Circle and count the fives. The first two are done for you, as examples.

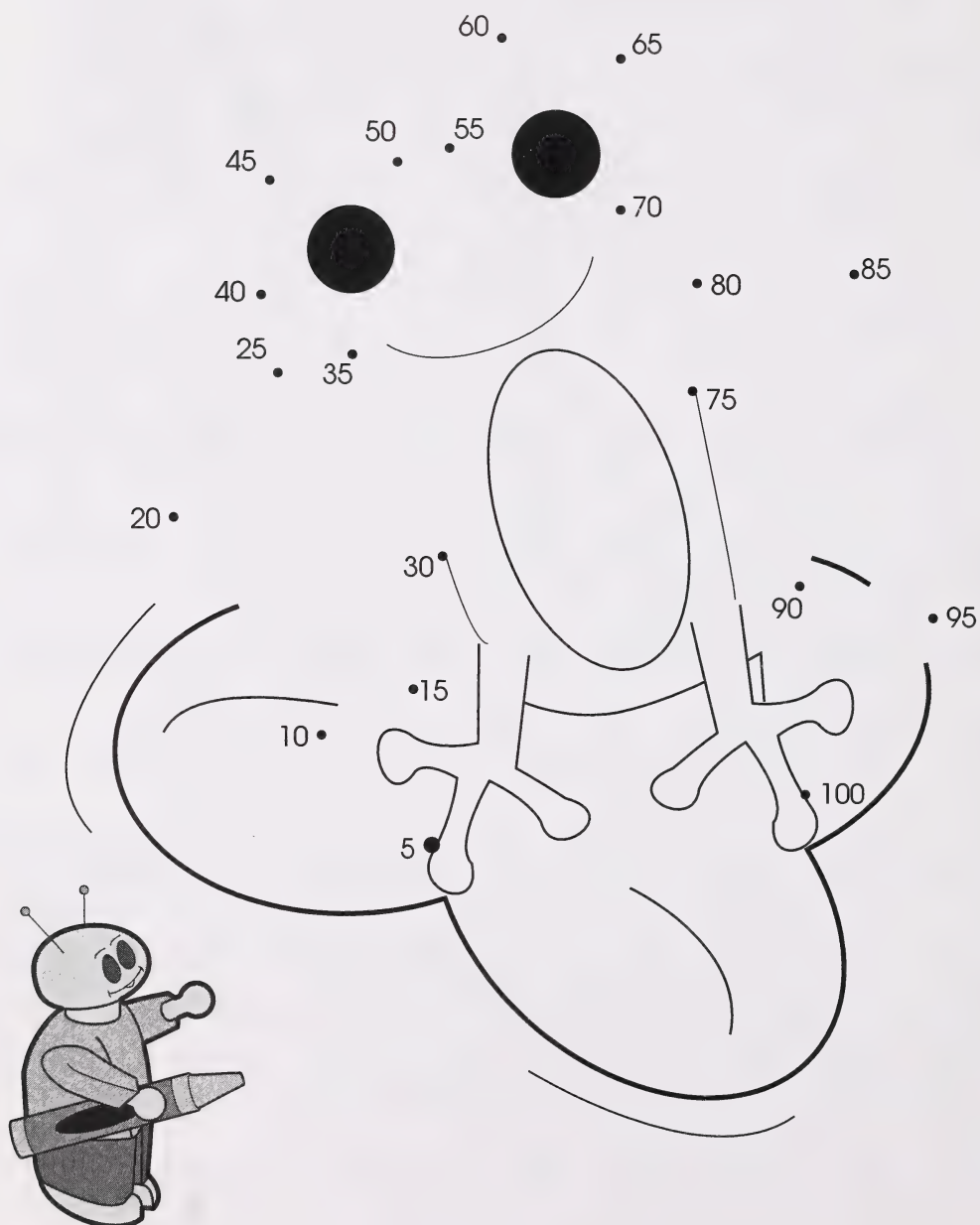


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Day 13

Assignment 2

















Start at 5 to connect the dots. Count by 5s to 100.























Day 14

Assignment

Count by 2s.

							
2	4						
							
	20						

Count by 5s.

									
5	10						40		
									
			70						

Count by 10s.

				
10				
				

Day 14

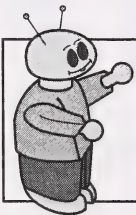
Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for the question.

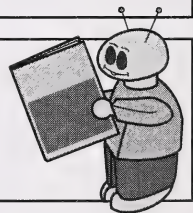
☐ yes ☐ not yet Was the student able to count by twos, fives, and tens to 100?

Additional Comments

Student's Thoughts

This day's lesson is about

I learned how to



Continued

Day 14

Learning Log (continued)



The activity I liked best was



It's easy for me to



It's hard for me to



I liked working with

Additional Comments

Day 15

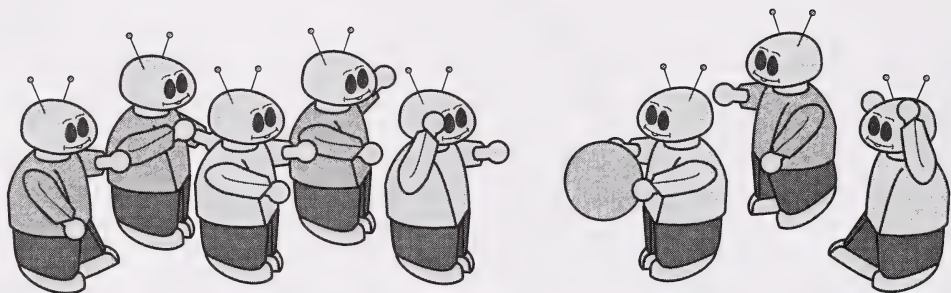
Assignment 1

Print an **addition** number sentence with the answer in the **first** box. Then make up a math story about it. Use pictures in the **second** box and words in the **third** box to tell your story. One is done for you, as an example.

Number Sentence

$$3+5=8$$

Picture



Math Story

3 children were playing.
5 children came to join them.
Then there were 8 children playing.

Continued

Day 15**Assignment 1** (continued)**Number Sentence****Picture****Math Story**

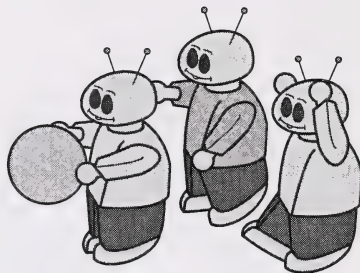
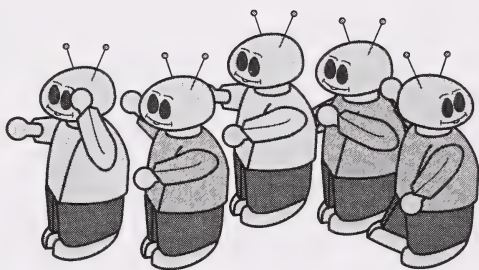
Day 15

Assignment 2

Print a **subtraction** sentence with the answer in the **first** box.
Then make up a math story about it. Use pictures in the **second**
box and words in the **third** box to tell your story.
An example is done for you.

Number Sentence

$$8 - 5 = 3$$

Picture**Math Story**

8 children were playing.
5 children went home for dinner.
3 children were left.

Continued

Day 15**Assignment 2** (continued)**Number Sentence****Picture****Math Story**

Day 16

Assignment 1

Make up some number sentences for the number 12.

One addition and one subtraction sentence are done for you, as examples.

12	
+	—
$6+6=12$	$12-6=6$

Day 16**Assignment 2**

Make up some number sentences for a number you choose.

<div></div>	
+	—

Day 16

Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to use manipulatives and drawings to demonstrate and describe the processes of addition and subtraction to 18? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to understand the concepts of <i>one more than</i> and <i>one less than</i> ? |

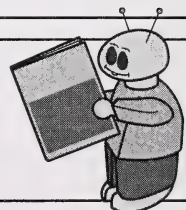
Additional Comments

Student's Thoughts



This day's lesson is about

I learned how to



Day 16

Learning Log (continued)



The activity I liked best was



It's easy for me to



It's hard for me to



I liked working with








Additional Comments

Day 17

Assignment 1

Tally Chart for Favourite Pet Survey

Tally one favourite pet for each person that you **survey**.
Count the **tally marks**, and print the totals.

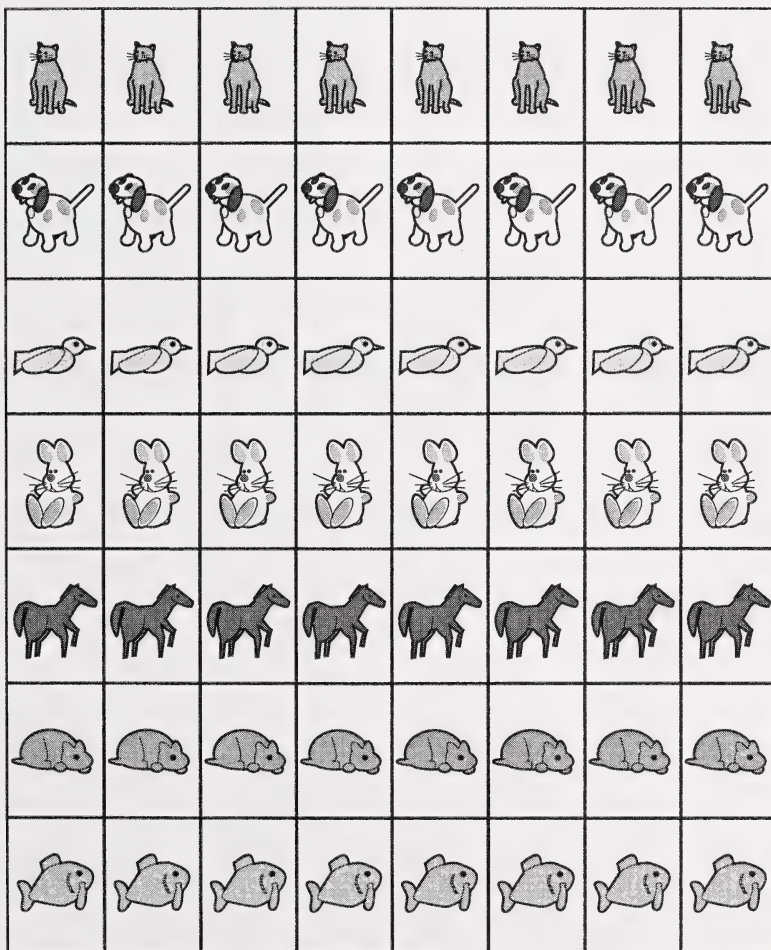
Name of Pet	Picture	Tally of Pets	Total
cat			
dog			
bird			
rabbit			
horse			
hamster			
fish			

Day 17

Assignment 2

Pictograph Pets

Cut apart the following pictures. Then follow the directions on the next page to paste them in the graph.



Continued








This page will be cut up
during Day 17: Assignment 2.

Day 17

Assignment 2 (continued)

Picture Graph for Favourite Pet Survey

Cut apart the pictures on the previous page, and use them to show the results of your favourite pet **survey**. Paste the pictures in the **rows** that match your **survey** results. Be sure the glue has dried before closing your Assignment Booklet.

cat 								
dog 								
bird 								
rabbit 								
horse 								
hamster 								
fish 								
	1	2	3	4	5	6	7	8

Day 17**Assignment 2 (continued)**

Use your picture graph to help answer the following questions.
You may draw pictures or print the words.

Which pet was chosen most often?

Which pet was chosen least often?

Continued

Day 17 Assignment 2 (continued)

What other information does the graph tell you?

The information on the picture graph can be used in many ways. How can this information help you or someone you know?

Day 17

Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to collect first-hand information by conducting surveys, counting, measuring, and making comparisons? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to construct a tally chart and a picture graph, using one-to-one correspondence? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to compare data, using appropriate language, including quantitative terms, such as <i>how many more</i> and <i>how many less</i> ? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to pose oral questions in relation to the data gathered? |

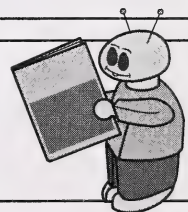
Additional Comments

Student's Thoughts



This day's lesson is about

I learned how to



Continued

Day 17

Learning Log (continued)



The activity I liked best was

It's easy for me to



It's hard for me to

I liked working with

**Additional Comments**

Day 18

Assignment 1

Help your student choose **five** mathematical concepts that have been learned in Grade One Mathematics and list them below.

What I Learned About Mathematics This Year

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Day 18

Assignment 2

Help your student choose **five** mathematical concepts to learn in the future and list them below.

What I Want to Learn About Mathematics in the Future

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or faint smudges, particularly near the top edge. The overall tone is off-white or light gray.

Day 18

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- reflect on what has been learned
- think about mathematical concepts to learn in the future
- focus on problem areas

Additional Comments

Continued

Day 18**Learning Log** (continued)**Student's Thoughts**

I liked _____

I discovered _____

I wonder _____

I'm not sure about _____

I need to work on _____

Continued

Grade One Mathematics – Assignment Booklet 9B

Day 18 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 9B

Day 15

☐ Read All About It! (booklet)

Day 16

☐ More or Less _____ (booklet)

